

DOCUMENT RESUME

ED 267 842

JC 860 140

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TITLE Characteristics of Students and Programs at Portland
Community College.
INSTITUTION Portland Community Coll., OR. Research and Planning
Dept.
PUB DATE 20 Sep 85
NOTE 54p.
PUB TYPE Reports - Research/Technical (143) -- Statistical
Data (110)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Community Colleges; Day Students; Educational
Background; Ethnic Groups; Evening Students; Full
Time Students; Lifelong Learning; Multicampus
Colleges; Part Time Students; *Student
Characteristics; *Student Educational Objectives; Two
Year Colleges; *Two Year College Students

ABSTRACT

A descriptive study was conducted of the students who enrolled at Portland Community College (PCC) in fall 1984. The study, which focused on students' demographic characteristics, educational background, average credit hours, motives for attending PCC, employer-paid tuition, residence, and life-long learning, served as the basis for the identification of a number of issues and suggested activities for the college. Study findings, based on a survey of 10,976 students, included the following: (1) the typical PCC student was a white (85.7%) woman (55.6%), almost 33 years old, who graduated (55.1%) from a high school likely to be located within the PCC district (73.2%); (2) 11% of all new on-campus students had a baccalaureate degree and 31% had attended a four-year college; (3) students took an average of 7.70 credit hours; (4) students' primary reasons for attending PCC were to gain new occupational skills that lead to careers and for personal development; (5) 7% of the students received employer tuition assistance; and (6) 383 of the students enrolled in fall 1984 had first attended PCC in 1973. Appendices contain a series of tables and graphs showing data for the college as a whole and each of its campuses and centers. (EJV)

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Research and Planning Department Educational Services

Characteristics of Students and Programs at Portland Community College

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CHARACTERISTICS OF
STUDENTS AND PROGRAMS AT
PORTLAND COMMUNITY COLLEGE
FALL TERM, 1984

The following report is a descriptive report on the students who enrolled at PCC in the fall of 1984. Portions of this data do not include students who enrolled in off-campus programs and courses such as American Institute of Banking, in-plant courses, community education and others. The absence of this student population in the data most likely lowers the number of students reporting baccalaureate or four year college attendance, employment, and probably changes student motivation data reported in this study.

The descriptive data is the basis upon which the following issues for the college are drawn. As the research department refines the collection and reporting of data, a more definitive set of issues can be identified for college attention.

1. Educational background: Eleven percent of all new on-campus students have a baccalaureate degree and 31% have attended a four year college. This is an identifiable market which the college needs to address.

Activity:

- a. Recruit in the Downtowner and other downtown newspapers.
- b. Develop programs specifically for this group, such as technical writing, and market it to them.

2. Average credit hours: The average credit hours are 7.70 credits/student. The average number of credit hours for those students taking 10 through 17 credits could be increased with no increase in tuition to the student.

Activity:

- a. Encourage students while they are registering to take advantage of the tuition corridor.
- b. Each program should review its scheduling to determine if there are instructional packages to encourage students to take additional classes.

3. Students motives for attending PCC: The survey of on-campus students presents a picture of three primary reasons for

attending PCC: Students seeking to gain new occupational skills which may include personal development; community education courses, cost of which is related to location; and the availability of the freshman and sophomore portion of a baccalaureate degree program.

Skill related programs that lead to careers	52%
Personal development	33%
Job upgrading	31%
First two years of a baccalaureate	28%
Convenient location	27%
Affordable cost	26%

Activity:

- a. Develop short programs targeted toward the first four groups.
- b. Offer courses at geographically disperse locations throughout the district.
- c. Maintain affordable costs through low tuition, short term programs, disperse locations and financial assistance.

4. Employer paid tuition: The survey population of 10,976 students revealed that 7% receive employer tuition assistance.

Activity:

We need to identify which employers provide tuition assistance and maintain contact with them. Develop a plan to recruit middle size businesses as well as large businesses to participate in this process and market directly to employees of participating companies.

5. Location: An analysis of zip codes clearly indicates that students tend to attend the campus nearest to their residence.

Activity:

We should maintain comprehensive campuses.

6. Life-Long Learning: The persistence of students over time is clearly indicated in the data thereby confirming the notion that life-long learning is occurring at PCC for many students. For example, three hundred eighty-three students who enrolled in the fall of 1984 first attended PCC in 1973. Every year thereafter we see that number increasing.

Activity:

We need to intensively recruit students from among those students who were enrolled within the past four terms who are not enrolled in the existing term.

THE TYPICAL
PORTLAND COMMUNITY COLLEGE
STUDENT

TYPICAL PCC STUDENT

The typical PCC student Fall Term 1984 was a white (85.7%) woman (55.6%), almost 33 years old, who graduated (55.1%) from a high school which is most likely located within the PCC district (73.2%). Of her classmates who attended out-of-district high schools, for every 3 which were in-state approximately 2 were out-of-state.

While she had not attended a four-year college (69%), among her classmates who had, over one-third of them had graduated. She is employed (55%) more likely full-time (35%) than part-time (20%). She did not (93%) receive tuition assistance from her employer.

She resided within the PCC district (93.8%) probably either in the Southwest or Sylvania (32.8%) or the Northwest or Rock Creek portion of the district. While between four and five percent of her classmates lived out-of-district, less than one percent lived out-of-state or out-of-country.

The most likely reason she would have given for attending PCC is skill-related, either to improve or update existing skills or learn new ones (52%). Other reasons given for attending PCC include: earning a four-year degree (28%), convenient location (27%), affordable cost (26%), self interest (31%) and get a job (21%). Convenient schedule (17%), specialized program (12%), receive a promotion (11%) and hobby (7%) were other reasons given.

By a narrow margin she identified herself as a lower division collegiate (LDC) or transfer (32.3%) student rather than as a vocational (28.4%) student. And while in terms of FTE she was slightly more likely to be enrolled in more LDC (43.0%) than vocational (39.5%) courses, in terms of numbers of individuals she was more likely to be identified as a vocational (34.8%) than as an LDC (30.4%) student. Further, since many LDC courses are vocational in content, it can easily be assumed she was interested in job-related skills.

She most likely was a first-year (87.2%) student enrolled for about five credits at the Sylvania campus (44.5%) in the daytime (52.9%). She probably completed her courses (87.3%), had a B- to C+ G.P.A. and returned to PCC Winter Term 1985 (57.7%).

CAMPUSES

At Sylvania, the typical student differed somewhat from that of the average PCC student: she was younger - by two to three years. She was much more likely to live in the Southwest portion of the district (46.1%) compared to the rest of the district (53.9%). The typical

Sylvania student was more likely to be an LDC student both in terms of FTE (51.4%) and headcount (44.8%). She was less likely to be a first-year student (80%), and less likely to be a part-time student (69.6% compared to 76.6% collegewide) but even more likely attended in the daytime (60.8%). She and her peers at Sylvania were the group most likely to return Winter Term (66.8%).

The Cascade campus typical student also differed somewhat from the typical PCC student. While her age was quite similar to the typical PCC student, she was more likely to be a minority student (37.1%) at the Cascade campus than throughout the College. Asians and Blacks accounted for nearly equal portions of this group, 337 or 17.6% and 314 or 16.4%, respectively. She was considerably more likely to reside in the Northeast portion of the district (68.8%) than any other area of the district. In terms of FTE she was more likely to have been enrolled in vocational (40.1%) than LDC (36.3%) courses - thus reversing these same characteristics for the typical PCC student. While she was most likely a daytime student (57.9%) she was somewhat less likely to be a part-time student (67%) than the typical PCC student (76.6%). She and her peers were among those students most likely to complete at least one credit during the term (88.8%).

Rock Creek's typical student was most likely of all the campuses to be a white (92.8%) female (57.2%) who lived within the region of the district (Northwest - 77.3%) served by that campus. While she was most like to be a vocational student in terms of FTE (46.7%) compared to LDC (36.9%), in relation to numbers of individuals enrolled, she was most likely to be a community education student (41.7%) than either a vocational (30.1%) or LDC (24.1%) student. Not surprisingly, she was less likely to have enrolled in credit courses, that is, only about 54.2% of Rock Creek's students enrolled in credit courses compared to 65.1% collegewide. She was quite likely to be a part-time student (84%) enrolled at night (56.1%). She was less likely than the typical PCC student to either complete one credit or return Winter Term (completers: 85.9% and 87.3%; returners: 55.9% and 57.7% . Rock Creek and Collegewide respectively).

The College Centers' typical student differed even more. At the Centers, the typical student was least likely to be female and more likely to be older by three to four years on average with the most likely age having been 27 compared to the 19 years at all other sites. She probably did not live in the Southeast area of the district, which is served by the College Centers (27.3%). While in terms of numbers of individuals she was most likely to have been a vocational (47.0%) or a community education (28.5%) student, in terms of FTE she could have been either an LDC (28.4%), vocational (27.5%) or other (24.3%) student. The last group of students consisted mostly of the students enrolled in the Southeast Asian Refugee Program, which is located primarily at the Ross Island Center and is included in the College Centers' figures. She was by far the most likely (94.6%) to be a first year student, enrolled part time (91.5%) and at night. While she was likely to complete at least one credit (88.7%), she and her colleagues were least likely to return Winter Term.

CREDIT STUDENTS

Approximately two-thirds (19,500 or 65.1%) of all students enrolled for one or more credits. Almost one-half of the credit students were part-time, taking fewer than 6 credits. Over 4,000 or 20% of the credit students enrolled for 3 credits, typically one course each. Approximately 6,300 or one-third and 3,800 or one-fifth of the credit students were full- or half-time respectively.

Over half of the credit students enrolled at Sylvania, over one-fourth at College Centers, and nearly 20% at Rock Creek while less than 10% were at Cascade Campus. Most full-time credit students enrolled at Sylvania - 65% of the full-timers - over 20% of the total, while the part-timers attended College Centers - over 4,200 or 21% of all credits students.

Credit students tended to be younger (30.4 yrs.) and almost evenly split between male and female. Full-time credit students (25.8 yrs.) tended to be younger than part-time (32.8 yrs) credit students. There was less than a year's difference in the ages of male and female credit students. Day credit students were younger than night credit students, on the average 29.9 years and 31.2 years, respectively. While Sylvania's credit students were the youngest, 28.3 years, College Centers' were the oldest, 34.3 years. Thus full-time credit students enrolled in the daytime at Sylvania Campus constituted the youngest group of students studied - less than 25 years old on the average. Conversely, the oldest group of credit students were part-time night students enrolled at the College Centers.

In addition to the LDC or transfer program, vocational programs which attracted large numbers of credit students included: Apprenticeship and Trade Extension (upgrading), Banking and Finance, Computer Programming, Electronic Engineering, Fire Science, Emergency Medical Technician, Accounting, Real Estate, Legal Assistant, Management Supervisory Development, Professional Crafts, Nursing Associate Degree, Landscape Technology, Software Technician, Business Management, Automotive, Commercial Art, Industrial Drafting and Electronic Service Technology with the larger number of individuals being in the supplemental or upgrading programs rather than preparatory.

On the average credit students, enrolled for 7.7 credits, with half taking less than 6 credits and half more than 6.

COMPARISONS

SEX: Rock Creek had the highest percentage of women (57.2%) while College Centers had the greatest proportion of men (46.8%).

AGE: Sylvania had the youngest population while College Centers had the oldest.

RACE: Cascade had the largest minority population (37.1%) while Rock Creek had the smallest (7.2%). Collegewide, Asians constituted the largest minority group at 8.8%.

HIGH SCHOOLS: Three high schools: Beaverton, Aloha and Tigard collectively accounted for over 300 or 17% of the almost two thousand 1984 high school graduates who enrolled at PCC Fall Term 1984. Of all these graduates, for each one who enrolled part-time, there were approximately two who enrolled full-time.

EMPLOYMENT: Students indicated their employers constituted a comprehensive cross section of the community. Their list included restaurants, hotels, grocery stores, retailers of all types, manufacturers, hospitals, nursing homes, all types of utilities, banks, insurance companies, educational institutions, electronic companies, and government agencies including state, county, municipal and other districts.

MOTIVATION FOR ATTENDING PCC: Among students who have previously attended a four-year college, while their job-related motives were fewer (27% compared to 31% for all students) their skill-related motives were more numerous (68% compared to 52%). In addition, a greater percentage of these students noted affordable cost, convenient location and schedule, and specialized programs as reasons for attending PCC than did all students surveyed; an even higher percentage of students who are working toward a four-year degree indicated cost, location and schedule as reasons for attending PCC:

Reasons for attending PCC	10,976 students	3,472 students attended 4-yr college	3,159 students working toward a 4-yr degree
Affordable Cost	26%	30%	49%
Convenient Location	27%	33%	44%
Convenient Schedule	17%	22%	26%
Specialized Program	12%	15%	12%

Among the 544 students surveyed who had graduated from a four-year college and were not employed, 29% indicated they were going to school to get a job. This compares to 12% who were employed full-time and 27% who were employed part-time. Over half (51%) of the four-year college graduates who are employed part-time and 48% who are unemployed indicated learning a new skill was a reason for attending PCC. Among students receiving employer tuition assistance, motivations with high response rates included: promotion, 44%; learn a new skill, 54%; update a skill, 52%; and improve a skill, 58%. Not surprisingly, all told, 82% of these students indicated skill-related motives.

Hobby and self interest were given as motives most frequently by four-year college graduates regardless of employment status: over 10% named hobby and more than 40% checked self interest.

NON-CREDIT STUDENTS

These students enrolled primarily in community education and adult education programs including the Southeast Asian Refugee Program. However, they constituted an important segment of the college student population, accounting for more than one-third (35%) of the students served in Fall Term 1984. Although they were less likely to return from one term to the next than were credit students, different persons were served from term to term. For example, in 1983/84, more than half of the total number of enrollees, almost 33,000 or 53.2%, were non-credit students. And they were, in general, part-time (93.1%) students.

The College Centers served the most, slightly over one-third, while Sylvania and Rock Creek enrolled 30.8% and 28.5%, respectively, with the balance at Cascade Campus (7.1%).

The non-credit student was older with an average age of 37.4 years.

FULL-TIME STUDENTS

The typical full-time student was a male (57%) whose average age was 27.8 years. While the most frequently occurring age among full-time students was 19 years (the mode), the students were evenly split between above and below age 20 (the median). He was most likely to be a credit student (89.7%) and attending Sylvania Campus (57.6%). He was most likely a resident of the district (93.4%) and a first-year student (80.4%). More full-time students enrolled for 12 credits (22.4%) than any other number. However, 19.3% enrolled for 16 credits making it, by far, the second most popular number. This demonstrates a strong correlation between the 12 credits needed for full-time financial aid eligibility and the 16 credits per term needed to complete most associate degree programs in two years. He was slightly more likely to be a transfer (47.7%) than a vocational (41.9%) student. He was most likely to complete at least one credit (92.2%).

PART-TIME STUDENTS

The typical part-time student was a female (59.5%) whose average age was 34.8 years. She was most likely a non-credit student and, by a narrow margin, enrolled at Sylvania (40.5%) rather than College Centers (35.9%) or Rock Creek (25.1%).

DAYTIME STUDENTS

The typical daytime student was characterized as a male by a narrow margin, 51.5%. While his average age was 31.5 years, he was most likely 19 years old (the mode). He was very likely to be a credit student (76.0%) and enrolled at Sylvania (49.3%) rather than College Centers (25.3%) or Rock Creek (17.6%). He was somewhat more likely to be a part-time (52.5%) rather than a full-time student. He was

quite likely to complete at least one credit (90.7%) and more likely to return Winter Term than not.

NIGHTTIME STUDENTS

The typical nighttime student was very likely a female (60.1%) whose average age was 34.2 years. The most common age, however, was 27 years (mode), which was very different from the 19 year age mode of the daytime student. By a very slim margin (53.7%), she was a credit student. While she more likely attended Sylvania Campus (35.8%), she could also have attended College Centers (32.5%) or Rock Creek (25.3%). She was extremely likely to be a part-time student (89.3%), was somewhat less likely to complete one credit (83.5%) than a daytime student, and probably did not return Winter Term.

LIFE-LONG LEARNING

Life-long learning characterizes many PCC students. Among the Fall Term 1984 students, 7,512 or 25% have been identified as having started taking credit courses at PCC each of the years (except 1959/60) from 1958/59 through 1980/81. Another 11,616 (38.8%) students enrolled for credit and/or non-credit courses during the years 1981/82, 1982/83 and 1983/84. There were another 1,123 who started Summer Term 1984. The balance of the Fall Term 1984 students - approximately one-third - either enrolled for the first time or had enrolled in only non-credit courses prior to Summer Term 1981. A graph showing the distribution of the number of students admitted to PCC during each of these years follows (page B-17).

COMMENTS

The previous descriptions of typical students at Portland Community College were derived from a number of computer reports which characterize the Fall Term 1984 students. No attempt has been made to describe collegewide or campus enrollments per se but rather to characterize typical students. Fall Term was used because it has, without fail, the highest enrollment. While annual figures would differ somewhat, they are not typically used in this report because individual students move from category to category during a given year making this kind of description nearly impossible based on annual figures.

No analysis or comparison is made in this description with either longitudinal trends or the district population, since this type of data is available elsewhere.

Appendix A contains statistical tables and Appendix B has graphs of some distributions.

MMW
9/20/85

DESCRIPTION OF ALL STUDENTS

FALL 1984

● DEMOGRAPHICS	<u>COLLEGEWIDE TOTAL</u>	<u>SYLVANIA</u>	<u>CASCADE</u>	<u>ROCK CREEK</u>	<u>COLLEGE CENTERS</u>
<u>Sex</u>					
Male	13,278 44.4%	5,823 43.7%	1,053 43.0%	2,932 42.8%	4,211 46.8%
Female	16,660 55.6%	7,500 56.3%	1,395 57.0%	3,922 57.2%	4,786 53.2%
<u>Age</u>					
Average	32.8	30.3	33.5	33	36
Mode	19	19	19	19	27
Median	30	27	30	32	33
Range	2-85	2-85	4-81	3-83	4-85
● RACIAL ETHNIC (Self-identification)					
White	22,361 85.7%	9,789 86.3%	1,206 62.9%	5,066 92.8%	6,300 85.5%
Black	784 2.9%	224 2.0%	314 16.4%	38 0.7%	172 2.3%
American Indian	176 0.7%	47 0.4%	22 1.1%	34 0.6%	73 1.0%
Asian	2,301 8.8%	1,041 9.2%	337 17.6%	233 4.3%	690 9.4%
Hispanic	505 1.9%	244 2.2%	38 2.0%	90 1.6%	133 1.8%

THE SUM OF CAMPUS HEADCOUNT FIGURES IS GREATER THAN COLLEGEWIDE TOTALS BECAUSE OF CROSS-CAMPUS REGISTRATION.

EDUCATIONAL BACKGROUND

	<u>COLLEGEWIDE TOTAL</u>	<u>SYLVANIA</u>	<u>CASCADE</u>	<u>ROCK CREEK</u>	<u>COLLEGE CENTERS</u>
● HIGH SCHOOL					
Graduated	84.6% of Credit Students				
Graduated 1984	1,845				
● WHERE					
In-district	1,351				
Out-of-district	290				
Out-of-state	204				
● FOUR-YEAR (From survey of 10,976 Students) COLLEGE					
Attended	31%				
Graduated	11%				

	<u>COLLEGEWIDE TOTAL</u>	<u>SYLVANIA</u>	<u>CASCADE</u>	<u>ROCK CREEK</u>	<u>COLLEGE CENTER</u>
● NUMBER OF CREDITS					
Average (Among All Students)	5.05				
Average (Among Credit Students)	7.70				
Mode	3				
Median	6				
Range	1-40				
● NUMBER OF STUDENTS					
TOTAL	29,947 100%	13,325 44.5	2,449 8.2%	6,857 22.9%	9,002 30.1%
Full-time	7,021 23.4%	4,045 30.4%	809 33.0%	1,094 16.0%	761 8.5%
Half-time	5,001 16.7%	2,527 19.0%	416 17.0%	787 11.5%	1,406 15.6%
Part-time	17,925 59.9%	6,753 50.7%	1,224 50.0%	4,976 72.6%	6,835 75.9%
Day	15,911 52.9%	7,849 60.8%	1,236 57.9%	2,803 43.9%	4,023 46.6%
Night	14,147 47.1%	5,068 39.2%	900 42.1%	3,576 56.1%	4,603 53.4%

THE SUM OF CAMPUS HEADCOUNT FIGURES IS GREATER THAN COLLEGEWIDE TOTALS BECAUSE OF CROSS-CAMPUS REGISTRATION.

SECOND-YEAR STUDENTS

	<u>COLLEGEWIDE TOTAL</u>	<u>SYLVANIA</u>	<u>CASCADE</u>	<u>ROCK CREEK</u>	<u>COLLEGE CENTERS</u>
● TOTAL	3,825	2,664	340	642	486
Full-time	1,554	1,066	145	207	57
Part-time	2,271	1,578	195	435	429
● LDC	1,891	1,414	160	318	152
Full-time	637	492	46	65	7
Part-time	1,254	922	114	253	145
● VOCATIONAL EDUCATION	1,934	1,230	180	324	334
Full-time	917	574	99	142	50
Part-time	1,017	656	81	182	284

CREDIT STUDENTS

● TOTAL	19,504 100%	9,929 50.9%	1,673 8.6%	3,714 19.0%	5,299 27.2%
Full-time	6,301 32.3%	3,975 40.0%	698 41.8%	998 26.9%	334 6.3%
Half-time	3,802 19.5%	2,175 21.9%	322 19.2%	676 18.2%	758 14.3%
Part-time	9,401 48.2%	3,779 38.1%	653 39.0%	2,040 54.9%	4,207 79.4%

THE SUM OF CAMPUS HEADCOUNT FIGURES IS GREATER THAN COLLEGEWIDE TOTALS BECAUSE OF CROSS-CAMPUS REGISTRATION.

MOTIVE FOR ATTENDING

Related to Job	31%
Skill-related	52%
Hobby/Self-Interest	33%
Earn Four-year Degree	28%
Affordable Cost	26%
Convenient Location	27%
Convenient Schedule	17%
Specialized Program	12%

PLANNED STUDY (CURRICULUM CODES)

LDC	9,679	32.3%
Vocational Education	8,507	28.4%
Adult Education	1,456	4.9%
CED	7,673	25.6%
OTHER	<u>2,632</u>	8.8%
TOTAL	<u>29,947</u>	

SURVEY OF 10,976 STUDENTS

► EMPLOYMENT BACKGROUND	<u>COLLEGEWIDE TOTAL</u>	<u>SYLVANIA</u>	<u>CASCADE</u>	<u>ROCK CREEK</u>	<u>COLLEGE CENTERS</u>
Employed Full-time	35%				
Employed Part-time	20%				
Employer Tuition Assistance	7%				
 ► RESIDENCE					
In-district*	28,089	9,213	5,618	8,399	4,859
Out-of-district	1,397	(32.8%)	(20%)	(29.9%)	(17.3%)
Out-of-state	255				
Foreign	206				

* Campus figures based on percent of enrollments

FALL 1984
TERM END
UNDUPLICATED HEADCOUNT

	Collegewide		Sylvania		Cascade		Rock Creek		College Centers	
	#	%	#	%	#	%	#	%	#	%
LDC	9,090	30.4%	5,973	44.8%	1,028	42.0%	1,654	24.1%	1,073	11.9%
VOC ED	10,414	34.8%	3,956	29.7%	645	26.3%	2,060	30.1%	4,226	47.0%
ADULT ED	1,419	4.7%	333	2.5%	193	7.9%	233	3.4%	678	7.5%
CEC	8,324	27.8%	3,052	22.9%	401	16.4%	2,858	41.7%	2,563	28.5%
OTHER	700	2.3%	11	0.1%	182	7.4%	50	0.7%	462	5.1%
TOTAL	29,947	100.0%	13,325	100.0%	2,449	100.0%	6,857	100.0%	9,002	100.0%

FALL 1984
TERM END
FTE

	Collegewide		Sylvania		Cascade		Rock Creek		College Centers	
	#	%	#	%	#	%	#	%	#	%
LDC	1,825.88	43.0%	1,160.09	51.4%	157.01	36.3%	286.92	36.9%	221.86	28.4%
VOC ED	1,679.19	39.5%	927.41	41.1%	173.36	40.1%	363.78	46.7%	214.64	27.5%
ADULT ED	231.63	5.4%	48.28	2.1%	55.09	12.7%	38.96	5.0%	89.30	11.4%
CEC	296.77	7.0%	120.00	5.3%	27.71	6.4%	83.32	10.7%	65.74	8.4%
OTHER	217.56	5.1%	3.30	0.1%	19.08	4.4%	5.17	0.7%	190.01	24.3%
TOTAL	4,251.03	100.0%	2,259.08	100.0%	432.25	100.0%	778.15	100.0%	781.55	100.0%

WHERE STUDENTS LIVE

UNDUPLICATED HEADCOUNT*	SYLVANIA CAMPUS		CASCADE CAMPUS		ROCK CREEK CAMPUS		COLLEGE CENTERS	
NORTHEAST	1,870	14.9%	1,613	68.8%	344	5.2%	1,901	23.2%
SOUTHEAST	1,996	15.9%	299	12.3%	244	3.7%	3,097	37.8%
SOUTHWEST	5,786	46.1%	244	10.4%	911	13.8%	2,237	27.5%
NORTHWEST	2,899	23.1%	199	8.5%	5,105	77.5%	959	11.7%
IN-DISTRICT	12,551	94.2%	2,345	95.8%	6,604	96.3%	8,194	91.0%
OUT-OF-DISTRICT	526	3.9%	65	2.7%	191	2.8%	677	7.5%
OUT-OF-STATE/ FOREIGN	248	1.9%	39	1.6%	62	0.9%	131	1.5%
TOTAL	13,325	100.0%	2,449	100.0%	6,857	100.0%	9,002	100.0%

*Based on numbers of Enrollments THE SUM OF CAMPUS HEADCOUNT FIGURES IS GREATER THAN COLLEGEWIDE TOTALS BECAUSE OF CROSS-CAMPUS REGISTRATION.

● COMPLETERS	COLLEGEWIDE TOTAL	SYLVANIA	CASCADE	ROCK CREEK	COLLEGE CENTERS
(Among Credit Students)					
(At Least 1 Credit)	17,106	8,361	1,305	2,863	4,657
	87.3%	86.8%	88.8%	85.9%	88.7%

GRADES (COLLEGEWIDE)

● LETTER GRADES ONLY

	Number	Percent
A . . .	14,478	42.9
B . . .	10,588	31.4
C . . .	6,331	18.7
D . . .	1,408	4.2
F . . .	947	2.8

TOTAL . . 33,752 . . 100.00%

● NON-LETTER GRADES ONLY

	Number	Percent		Number	Percent
P . . .	5,699	23.8	DROP . .	8,172	34.2
NP . . .	359	1.5	WITH-		
AUDIT . .	547	2.3	DRAW . .	2,551	10.7
IN-			NO BASIS		
COMPLETE .	1,225	5.1	FOR		
COURSE-			GRADE . .	5,044	21.1
IN-			NO GRADE	34	0.1
PROGRESS .	276	1.2			

TOTAL OF NON-LETTER GRADES 23,907 100.00%

● ALL GRADES

	Number	Percent		Number	Percent		Number	Percent
A . . .	14,478	25.1	P . . .	5,699	9.9	DROP . .	8,172	14.2
B . . .	10,588	18.4	NP . . .	359	0.6	WITH-		
C . . .	6,331	1.0	AUDIT . .	547	1.0	DRAW . .	2,551	4.4
D . . .	1,408	2.4	IN-			NO BASIS		
F . . .	947	1.6	COMPLETE	1,225	2.1	FOR		
			COURSE-			GRADE . .	5,044	8.7
			IN-			NO GRADE	34	0.1
			PROGRESS	276	0.5			

● TOTAL NUMBER OF GRADES 57,659 100%

Overall GPA = 2.99 Credits Earned = 125,001

● RETURNERS - (Winter Term 1985)

COLLEGEWIDE TOTAL	SYLVANIA	CASCADE	ROCK CREEK	COLLEGE CENTERS
11,353	6,429	926	1,864	2,134
57.7%	66.8%	63.0%	55.9%	40.6%

COMPARATIVE HEADCOUNT FIGURES

	Credit			Non-Credit			Total		
	FULL-TIME	PART-TIME	TOTAL	FULL-TIME	PART-TIME	TOTAL	FULL-TIME	PART-TIME	TOTAL
• SYLVANIA									
Full-time	3,975			70			4,045		
Part-time		5,954			3,326			9,280	
TOTAL			9,929			3,396			13,325
• CASCADE									
Full-time	698			111			809		
Part-time		975			665			1,640	
TOTAL			1,673			776			2,449
• ROCK CREEK									
Full-time	998			96			1,094		
Part-time		2,716			3,047			5,763	
TOTAL			3,714			3,143			6,857
• COLLEGE CENTERS									
Full-time	334			427			761		
Part-time		4,965			3,276			8,241	
TOTAL			5,299			3,703			9,002
• TOTAL									
Full-time	6,005			704			6,709		
Part-time		14,610			10,314			24,924	
TOTAL			20,615			11,018			31,633
• COLLEGEWIDE									
Full-time	6,301			720			7,021		
Part-time		13,203			9,723			22,926	
TOTAL			19,504			10,443			29,947

THE SUM OF CAMPUS HEADCOUNT FIGURES IS GREATER THAN COLLEGEWIDE TOTALS BECAUSE OF CROSS-CAMPUS REGISTRATION.

FALL TERM 1984
PORTLAND COMMUNITY COLLEGE STUDENTS

FIRST YEAR AS A CREDIT STUDENT*	NUMBER OF STUDENTS
=====	=====
1958-59	1
1960-61	2
1961-62	1
1962-63	5
1963-64	5
1964-65	11
1965-66	63
1966-67	64
1967-68	108
1968-69	140
1969-70	142
1970-71	187
1971-72	211
1972-73	285
1973-74	383
1974-75	414
1975-76	449
1976-77	509
1977-78	703
1978-79	1,009
1979-80	1,245
1980-81	1,575

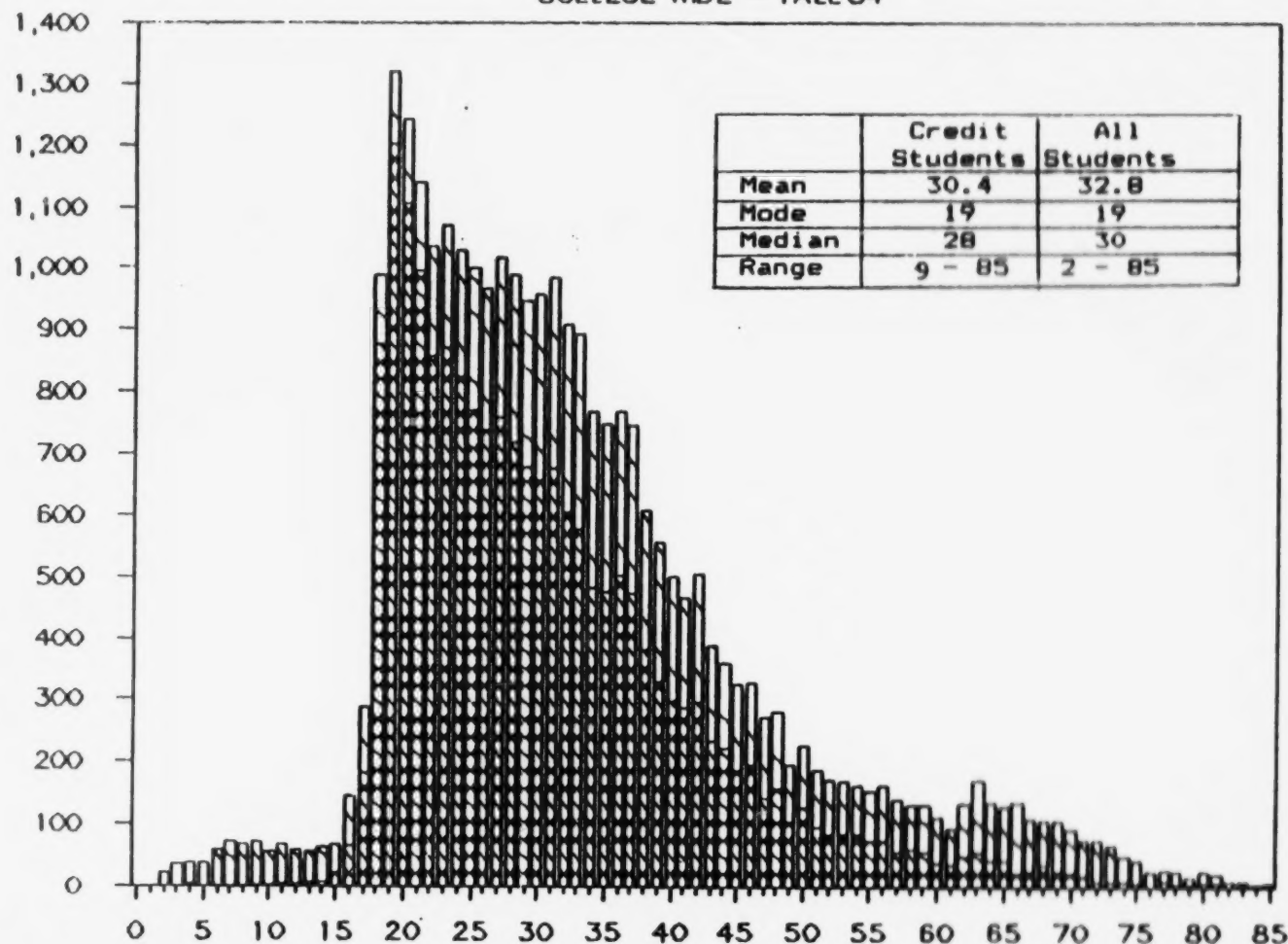
FIRST YEAR AS A CREDIT OR NON-CREDIT STUDENT	
=====	
1981-82	2,294
1982-83	3,906
1983-84	5,416

FIRST TERM AS A CREDIT OR NON-CREDIT STUDENT	
=====	
SUMMER 1984	1,123
FALL 1984	9,687

*Data unavailable for non-credit only students

AGE DISTRIBUTION OF STUDENTS

COLLEGE WIDE - FALL'84

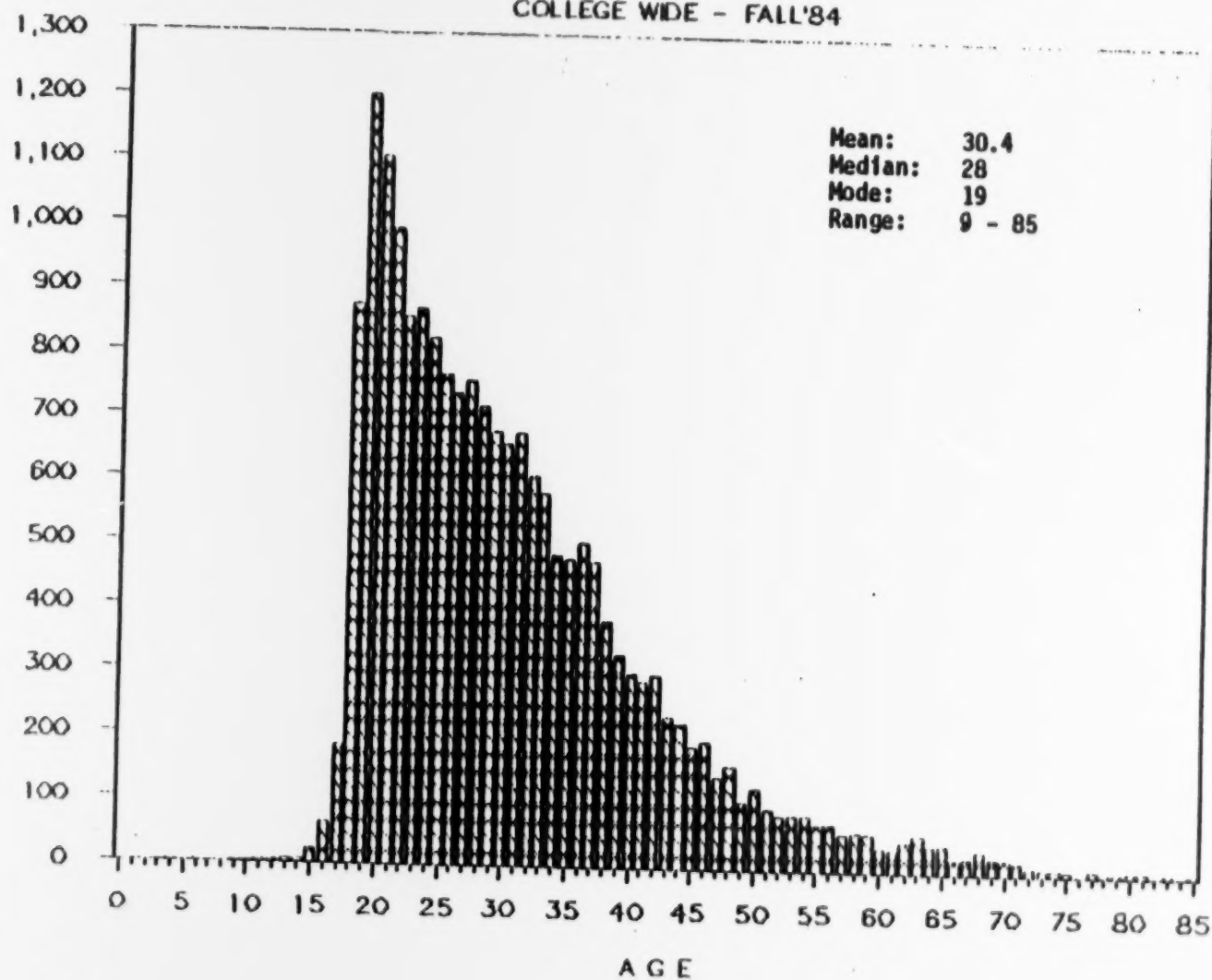


 CREDIT STUDENTS

 AGE
NON CREDIT STUDENTS

AGE DISTRIBUTION OF CREDIT STUDENTS

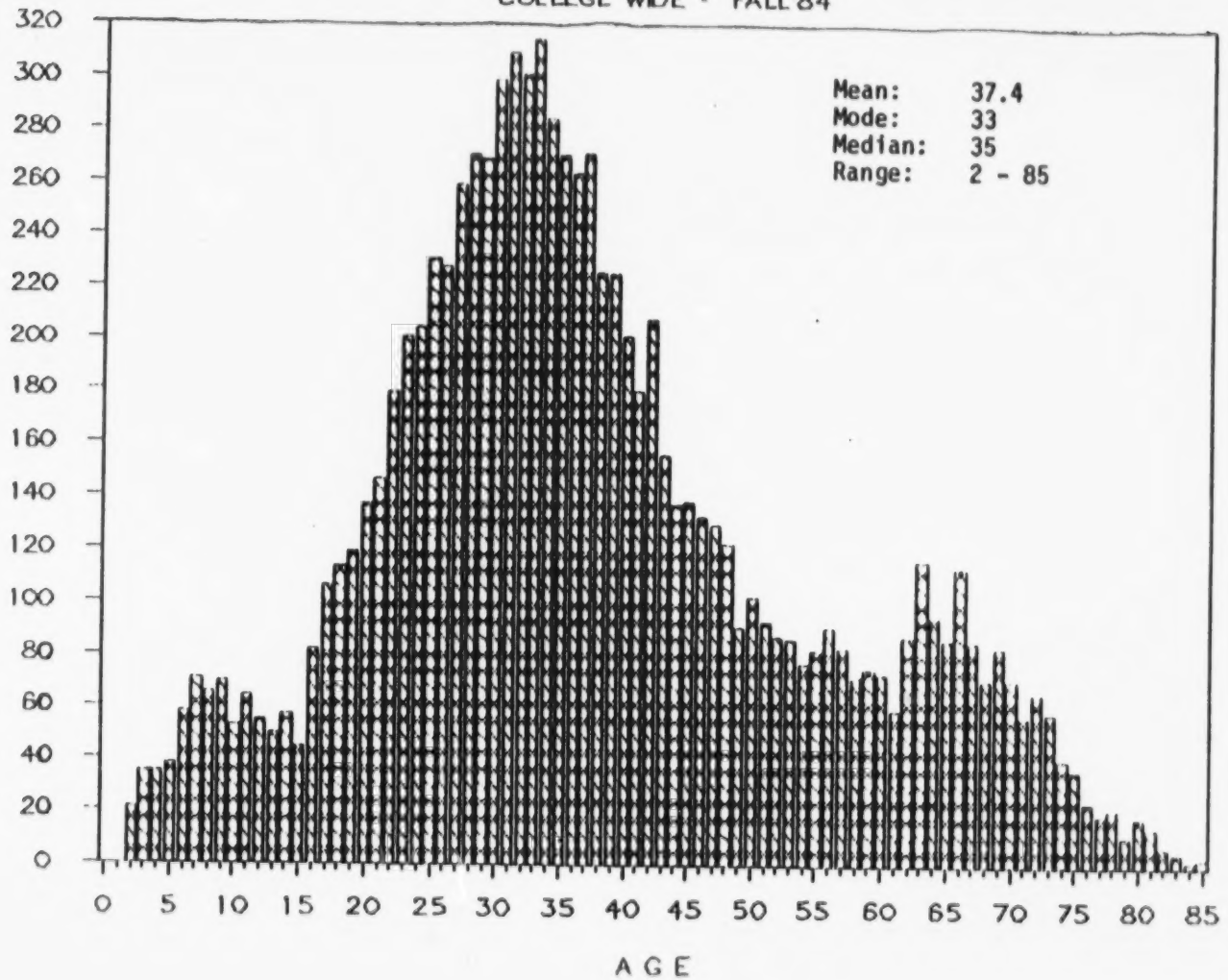
COLLEGE WIDE - FALL'84



AGE DISTRIBUTION OF NON CREDIT STUDENTS

COLLEGE WIDE - FALL'84

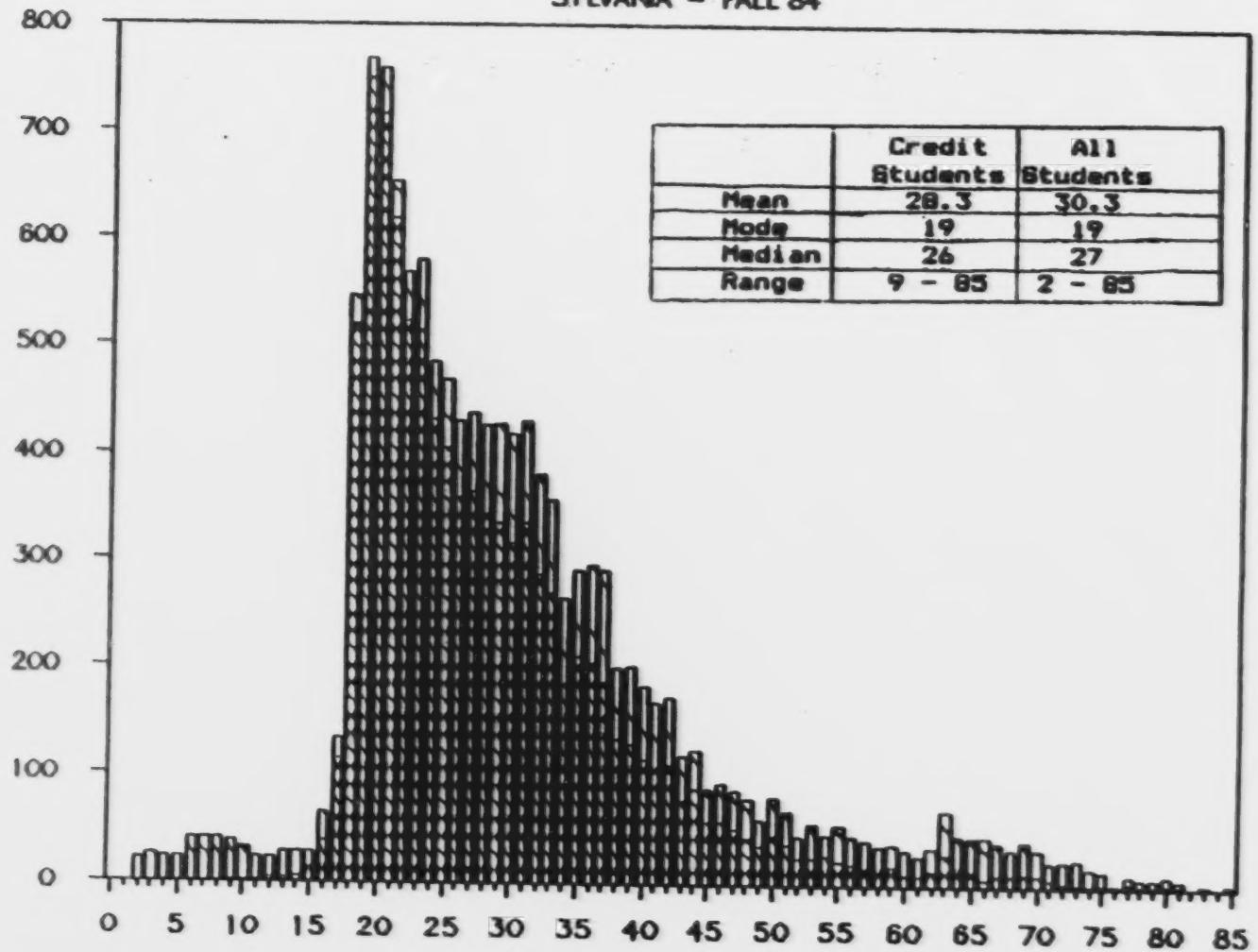
3 - 8
NUMBER OF STUDENTS



AGE DISTRIBUTION OF STUDENTS

SYLVANIA - FALL '84

8 - 4
NUMBER OF STUDENTS



27  CREDIT STUDENTS

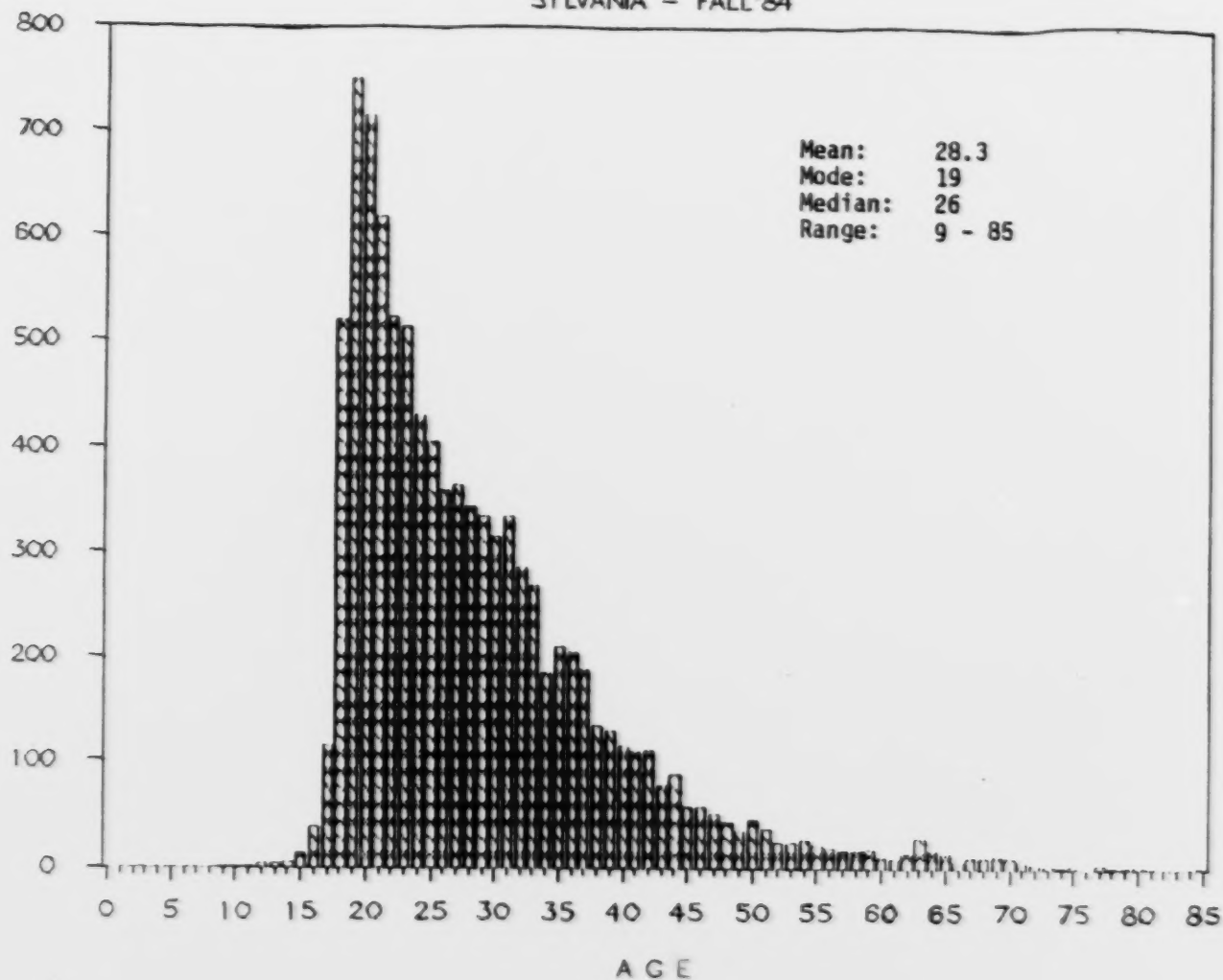
 AGE NON CREDIT STUDENTS

28

AGE DISTRIBUTION OF CREDIT STUDENTS

SYLVANIA - FALL '84

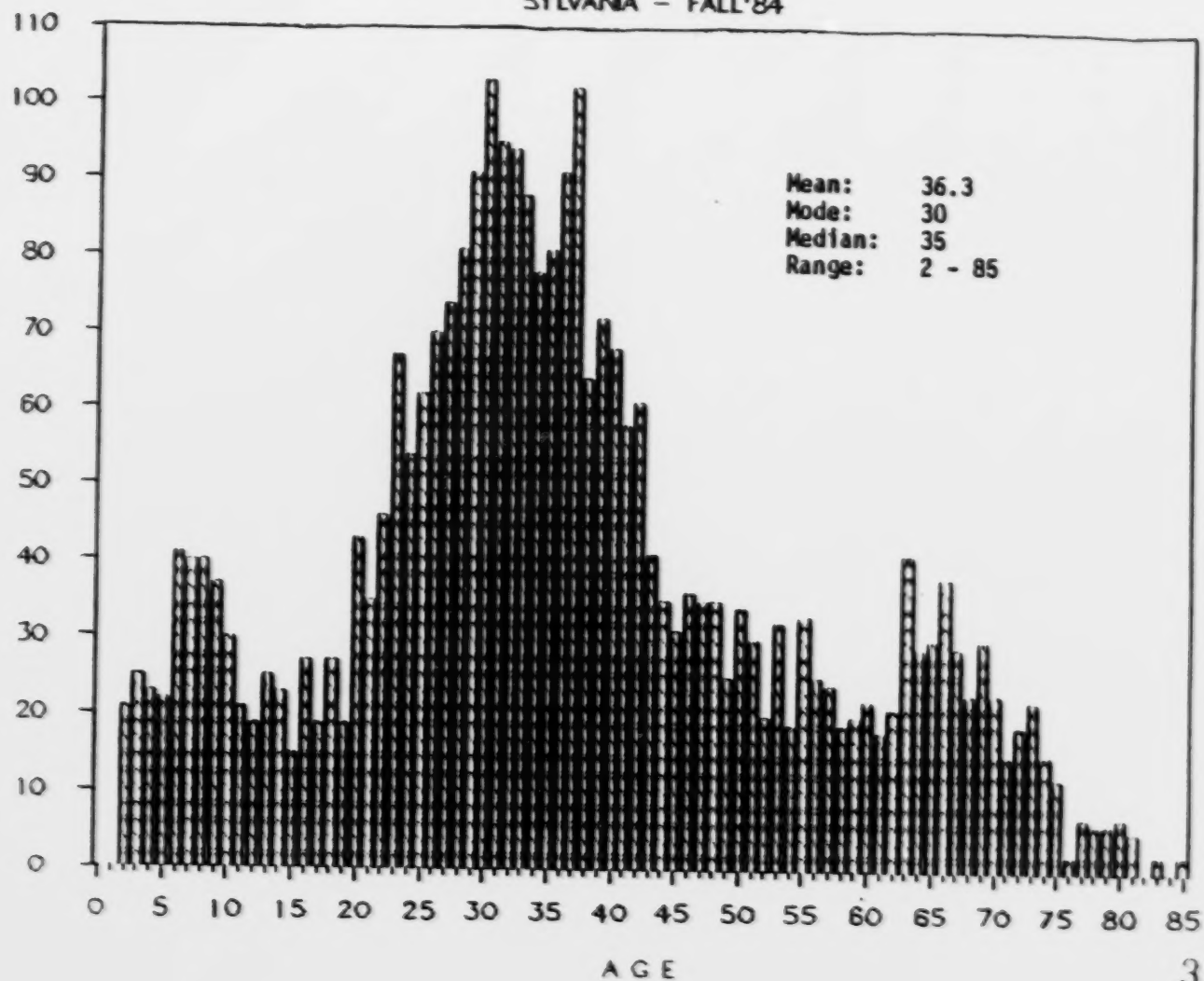
5 - 8
NUMBER OF STUDENTS



AGE DISTRIBUTION OF NON CREDIT STUDENTS

SYLVANIA - FALL '84

9 - 8
NUMBER OF STUDENTS

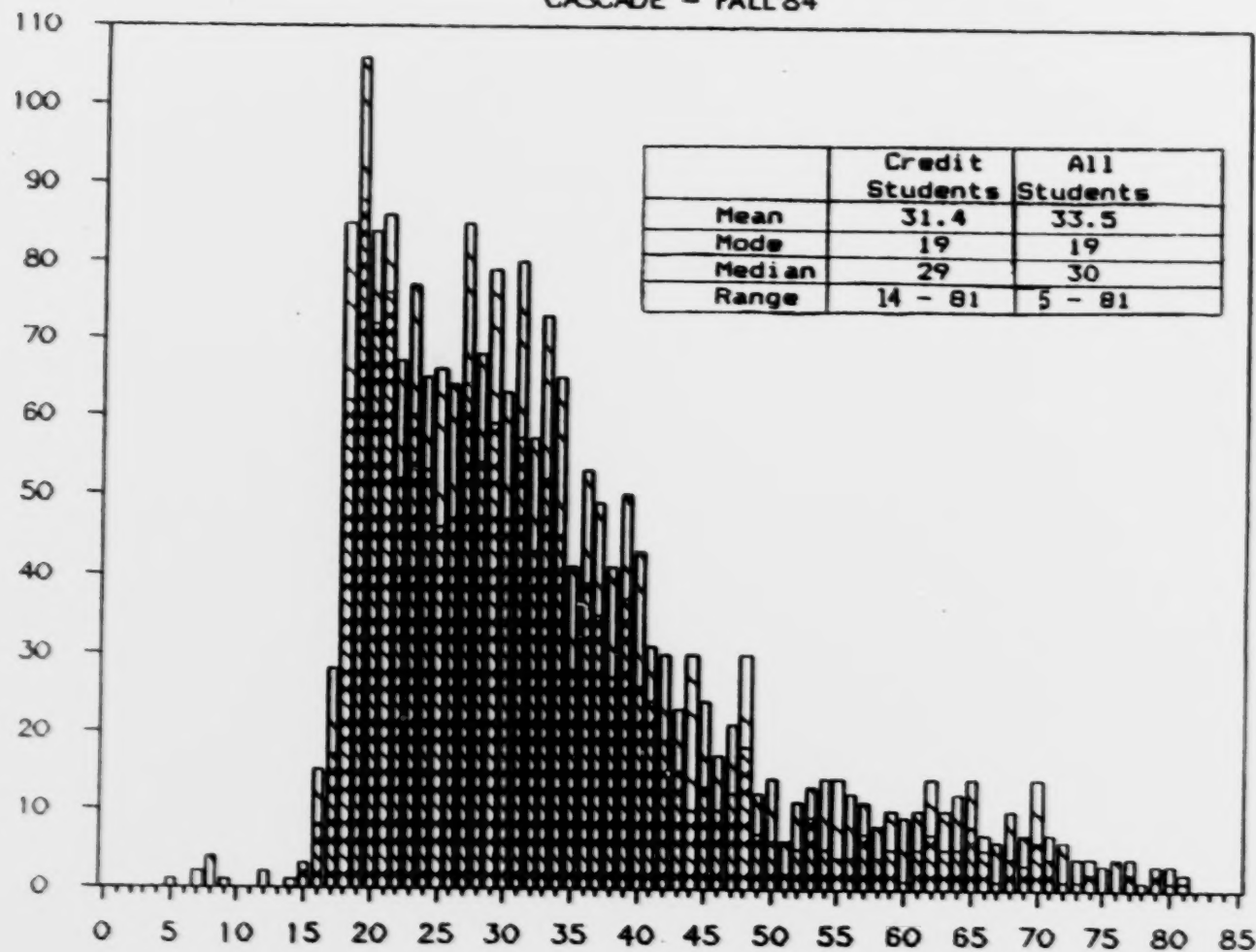


32

AGE DISTRIBUTION OF STUDENTS

CASCADE - FALL '84

NUMBER OF STUDENTS



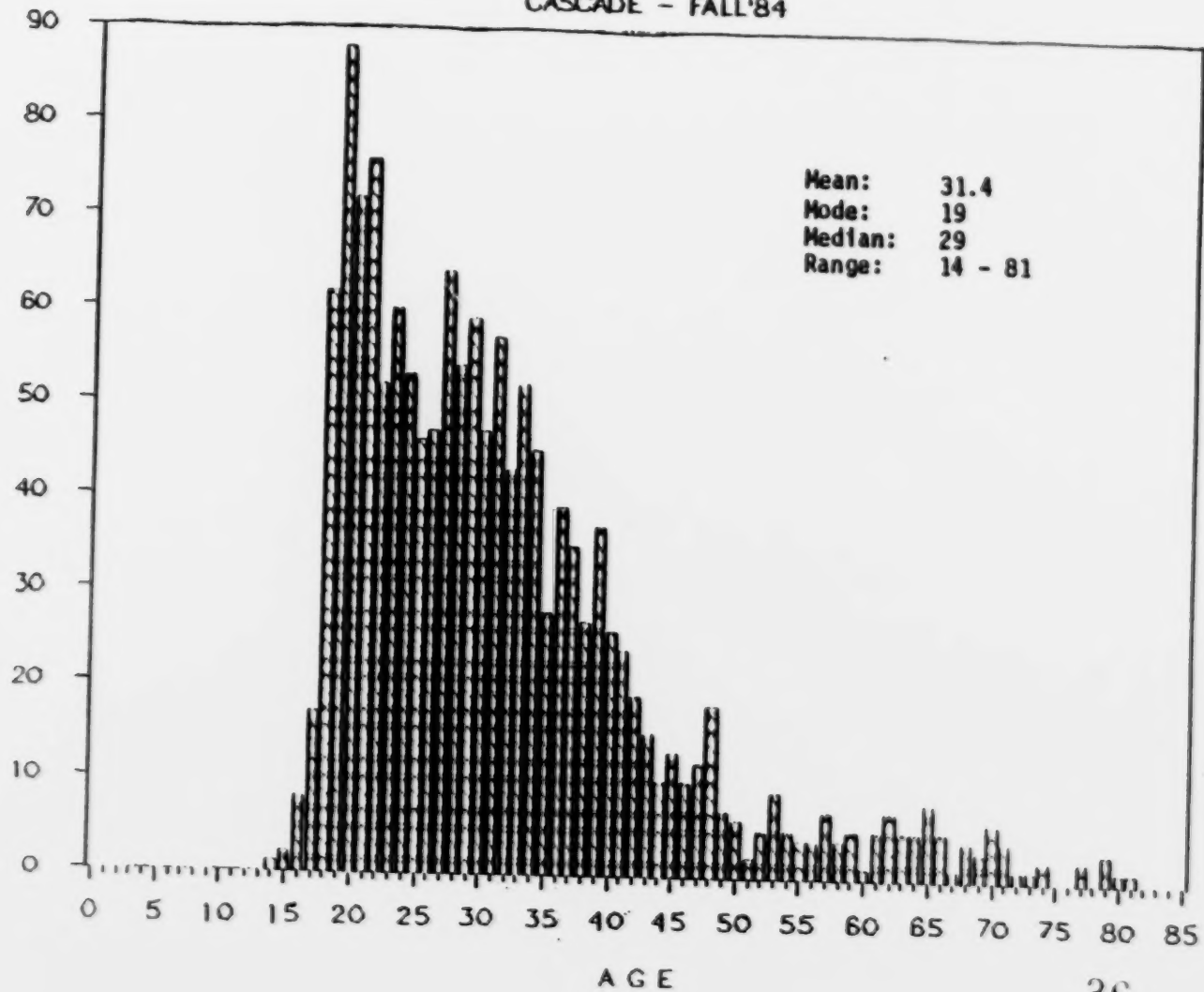
 CREDIT STUDENTS

 AGE
NON CREDIT STUDENTS

AGE DISTRIBUTION OF CREDIT STUDENTS

CASCADE - FALL'84

8 - 8
NUMBER OF STUDENTS

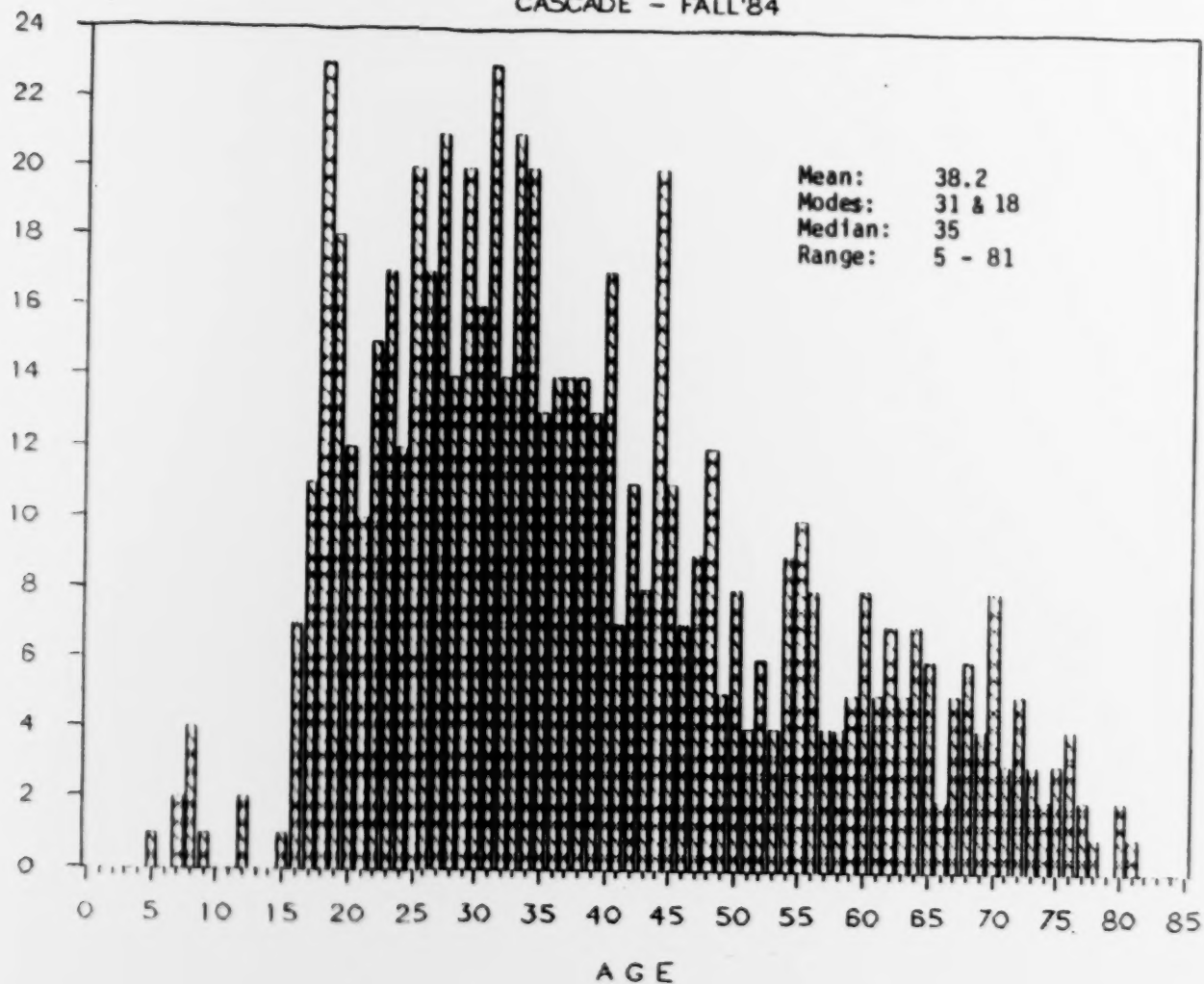


36

AGE DISTRIBUTION OF NON CREDIT STUDENTS

CASCADE - FALL '84

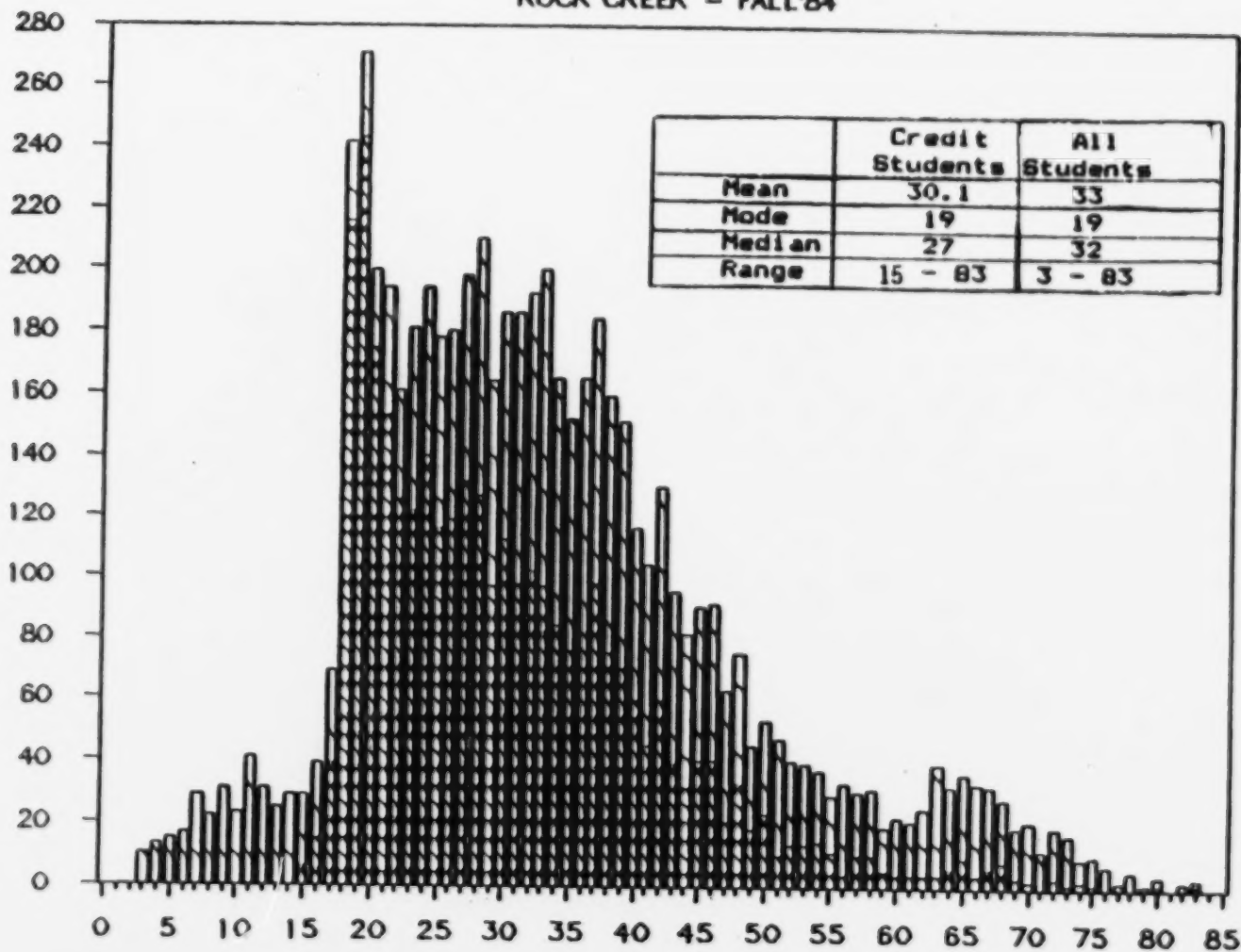
6 - 8
NUMBER OF STUDENTS



01 - 8
NUMBER OF STUDENTS

AGE DISTRIBUTION OF STUDENTS

ROCK CREEK - FALL '84



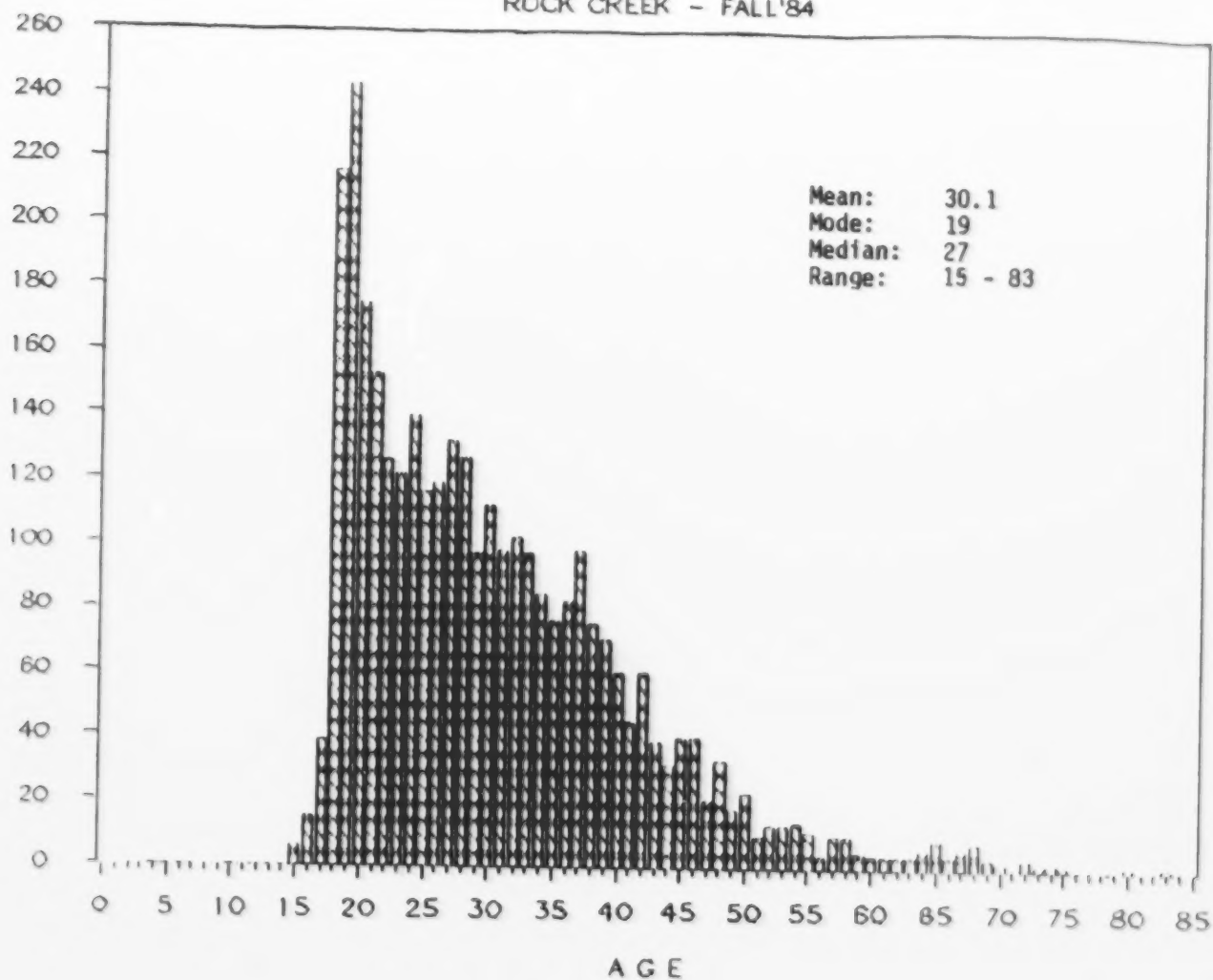
 CREDIT STUDENTS

 AGE
NON CREDIT STUDENTS

40

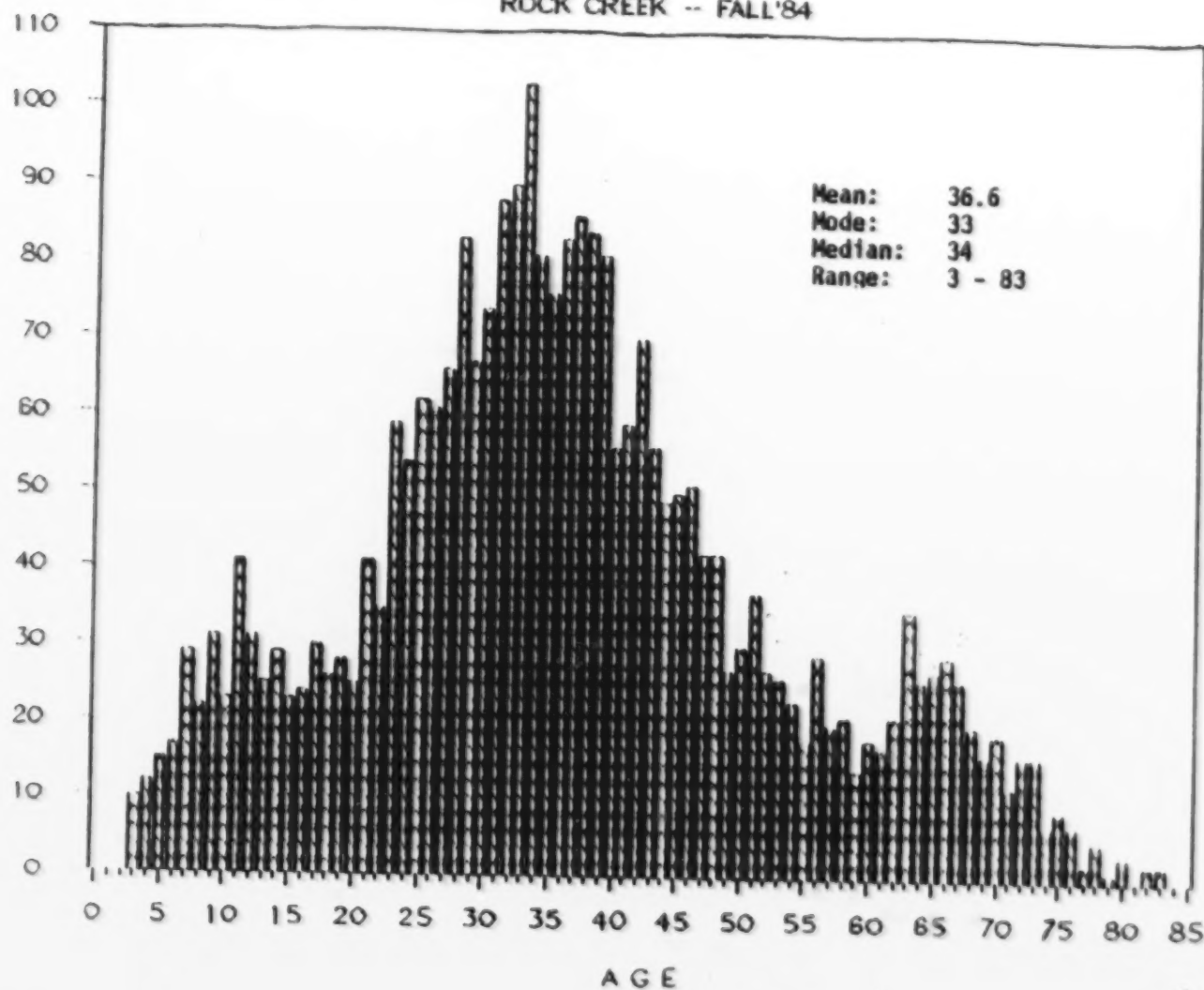
AGE DISTRIBUTION OF CREDIT STUDENTS

ROCK CREEK - FALL '84



AGE DISTRIBUTION OF NON CREDIT STUDENTS

ROCK CREEK -- FALL '84

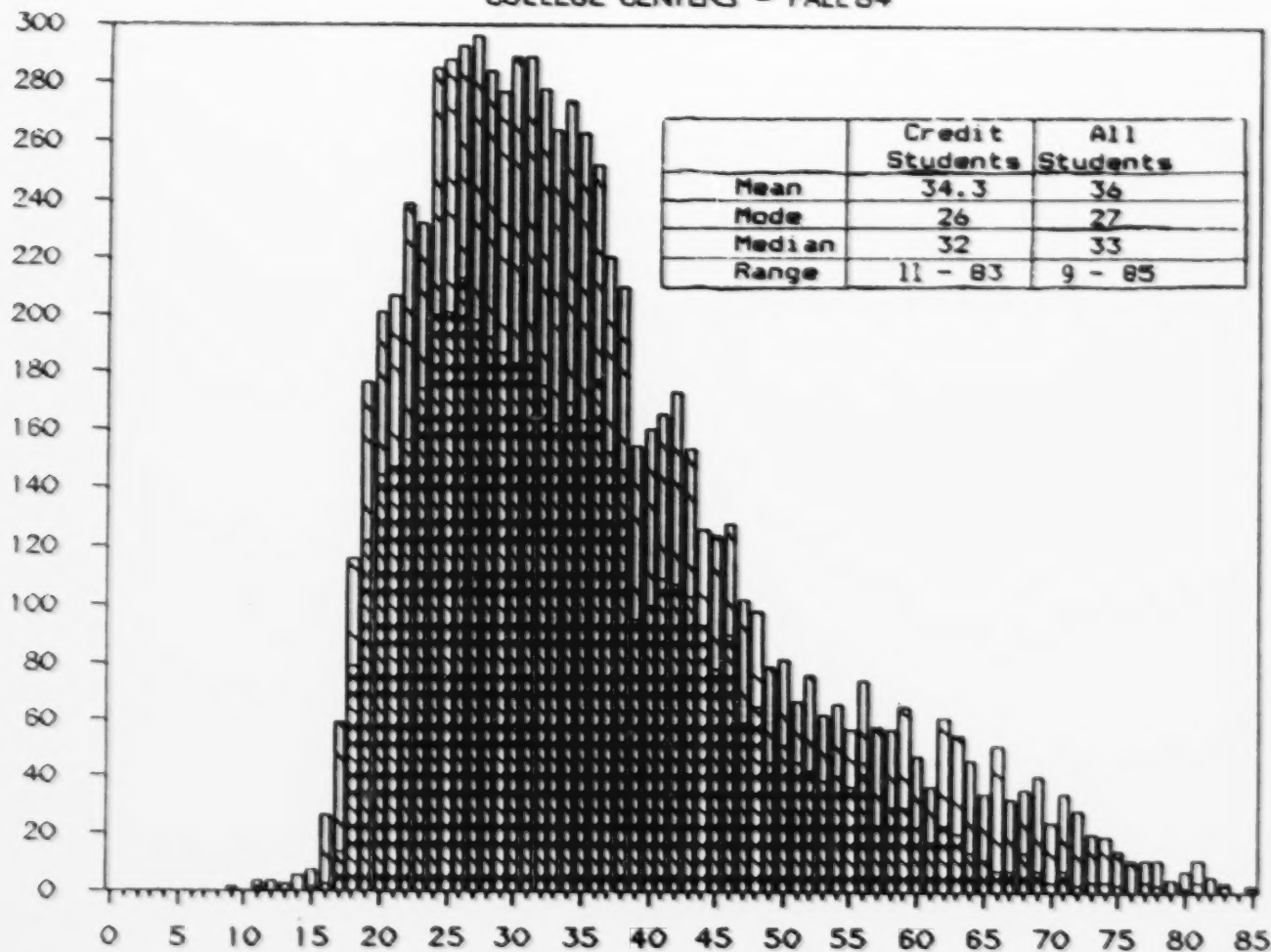


27 - 8
NUMBER OF STUDENTS

AGE DISTRIBUTION OF STUDENTS

COLLEGE CENTERS - FALL'84

8 - 13
NUMBER OF STUDENTS

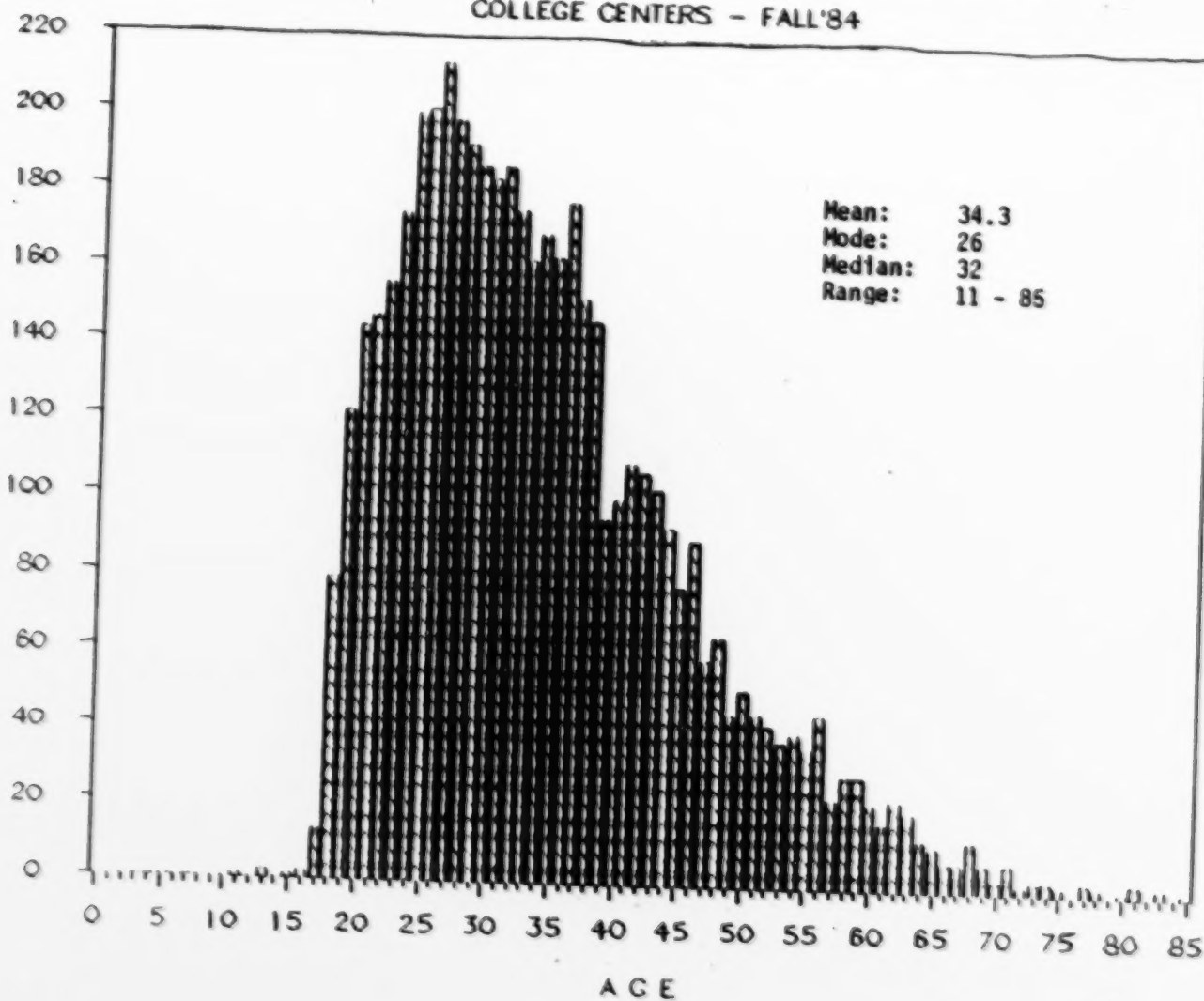


CREDIT STUDENTS

AGE
NON CREDIT STUDENTS

AGE DISTRIBUTION OF CREDIT STUDENTS

COLLEGE CENTERS - FALL '84

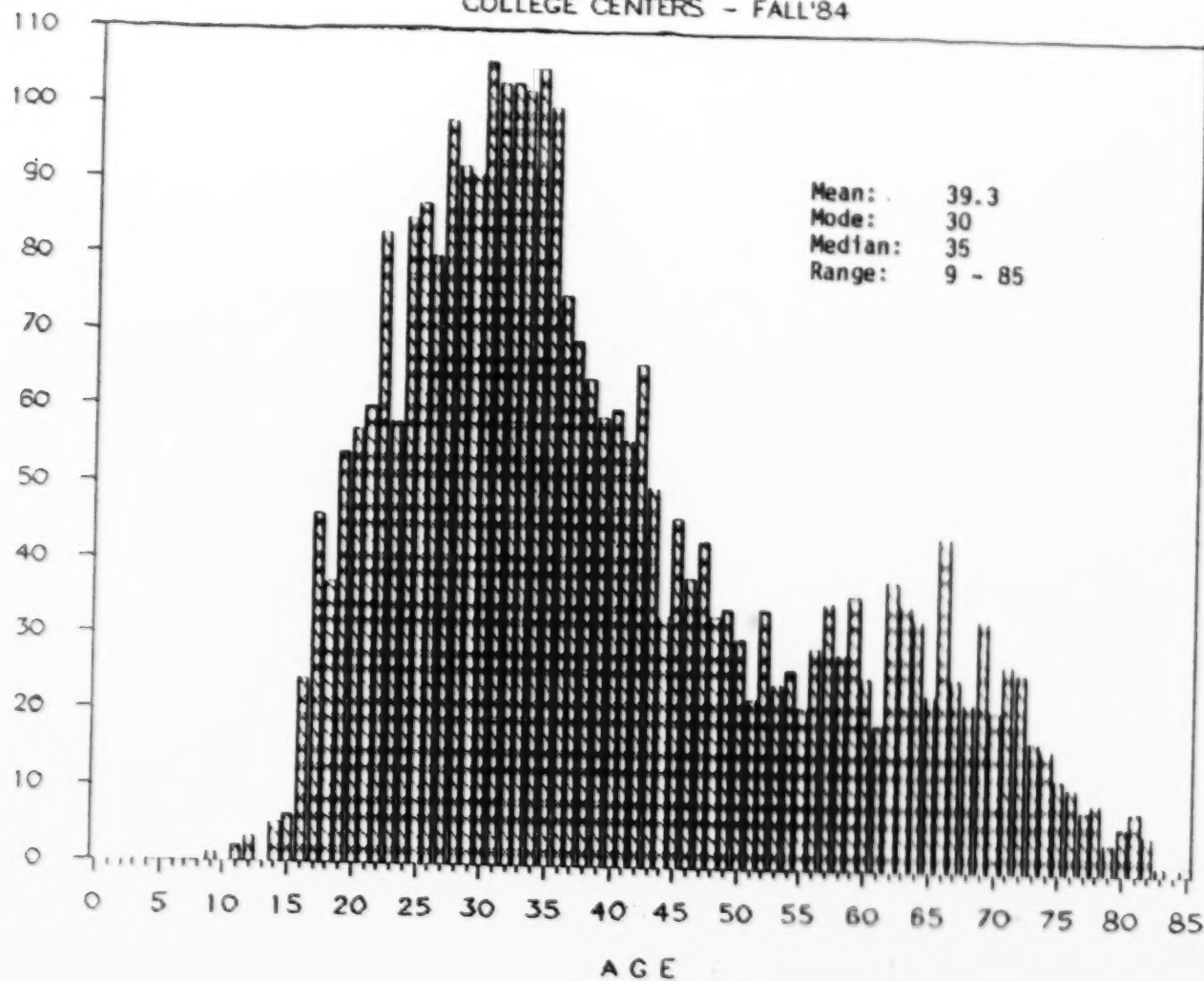


NUMBER OF STUDENTS
8 - 14

AGE DISTRIBUTION OF NON CREDIT STUDENTS

COLLEGE CENTERS - FALL'84

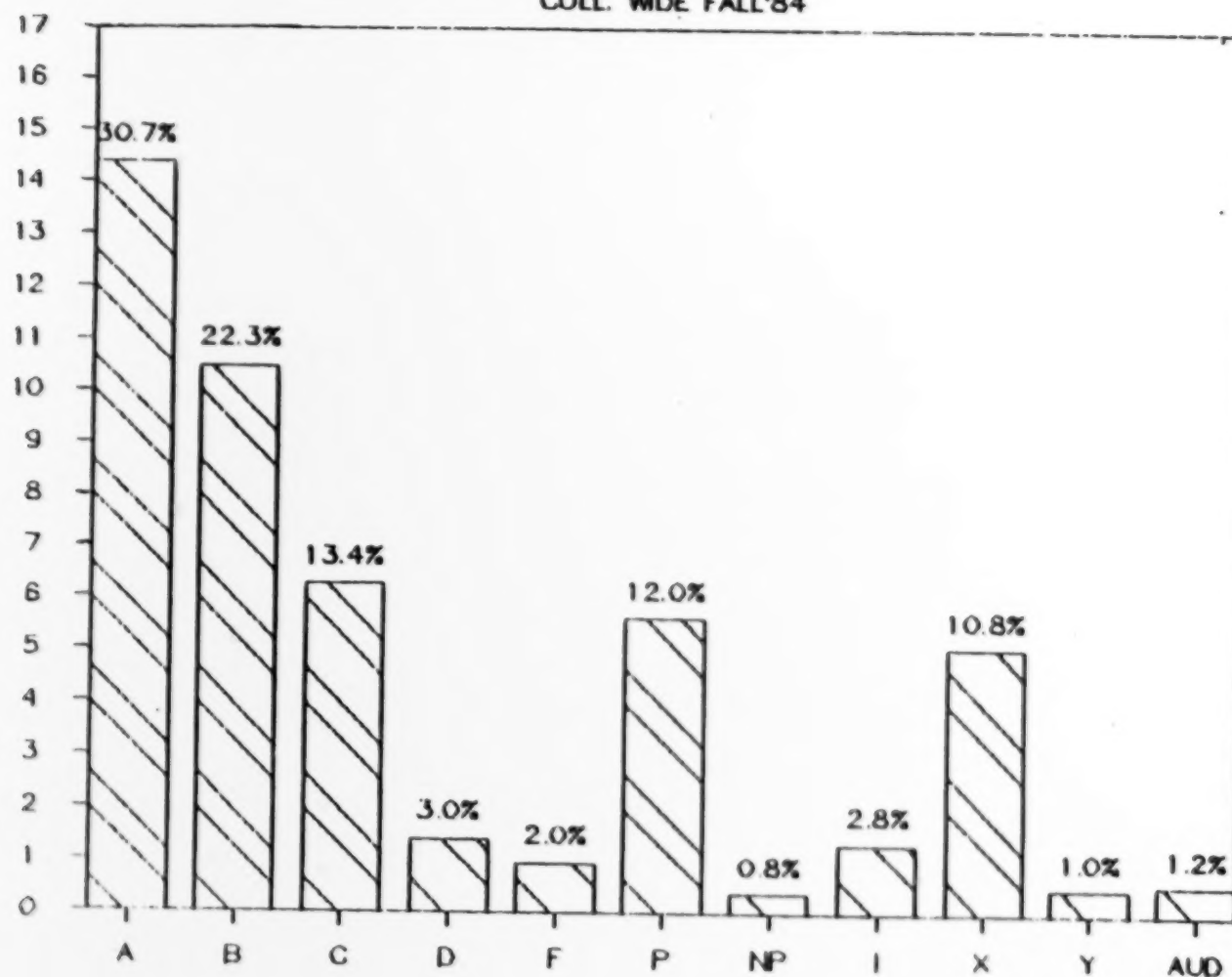
51 - 8
NUMBER OF STUDENTS



(Thousands)

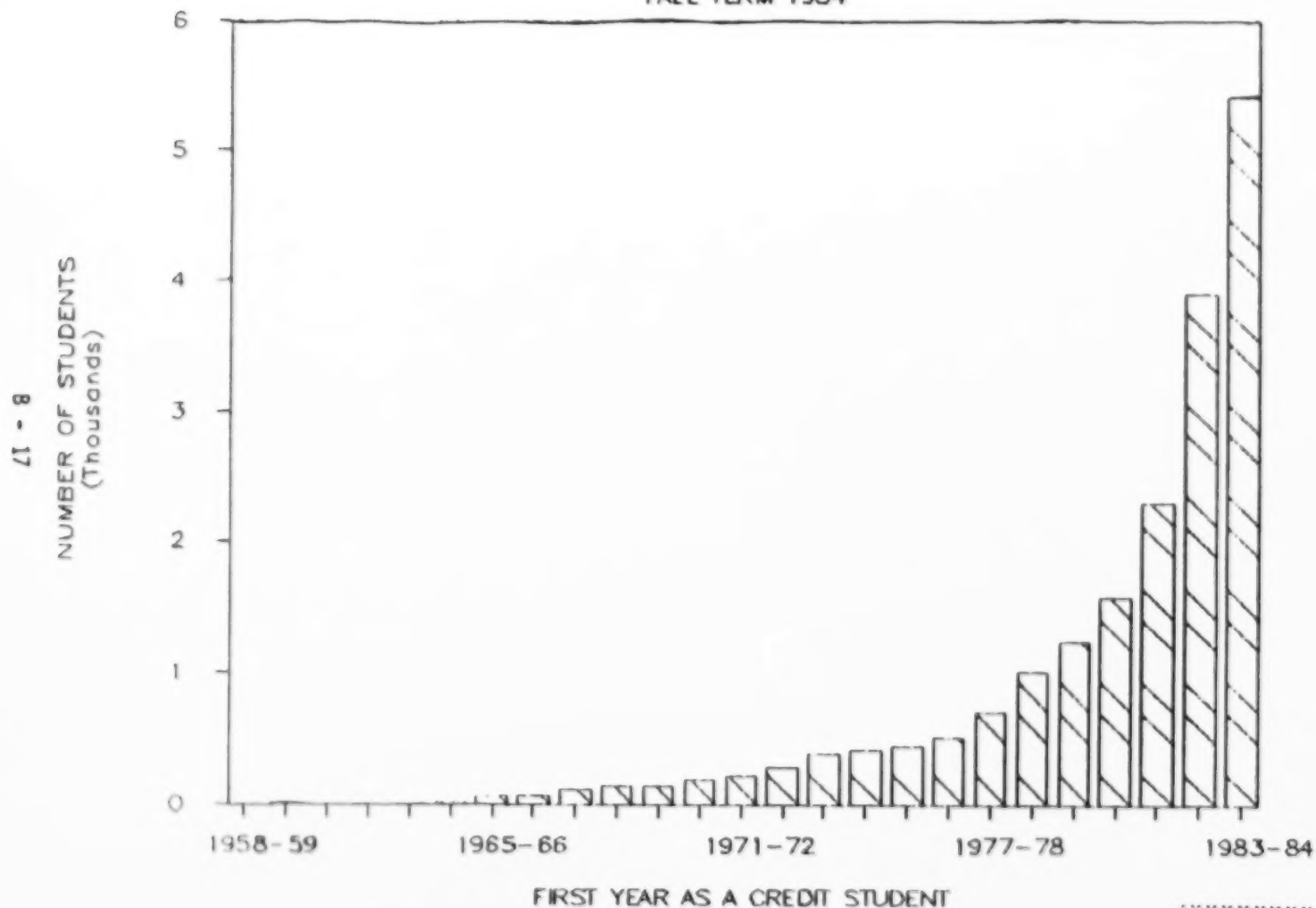
GRADE DISTRIBUTION

COLL. WIDE FALL'84



PORTLAND COMMUNITY COLLEGE

FALL TERM 1984



ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES

MAY 9 1986